The mission of the Department of Curriculum and Instruction is to prepare effective teachers to serve culturally diverse students with a focus on urban school populations. The Department’s mission is consistent with the overall mission of the College of Education (COE). The mission of the COE is to prepare caring, committed, competent, culturally responsive urban professionals who are equipped to provide effective service in urban schools, agencies and other entities. The theme of the conceptual framework for the COE Educator Preparation Program is “ExPO for Preparing Urban Professionals” which represents COE expectations, practices and outcomes. The programs of study in the Department of Curriculum & Instruction are designed to enable candidates to acquire the knowledge, skills and dispositions needed to function effectively in urban learning environments.

Courses in Curriculum and Instruction (EDCI), Reading Education (RDG), and Special Education (SPED) are offered through the Department of Curriculum and Instruction along with the Bachelor of Science (B.S.) Degree in Interdisciplinary Studies at the undergraduate level. At the graduate level, the Master of Education (M.Ed.) in Curriculum and Instruction is offered with specializations in Bilingual Education, Early Childhood Education, Reading Education, English, Mathematics, Science, or Special Education. A Doctor of Education (Ed.D.) Degree is offered in Curriculum and Instruction with a focus on urban school communities. The B.S. in Interdisciplinary Studies leads to Teacher Certification in the state of Texas in EC-6 or 4-8 in one of ten specialty areas: EC-6 Generalist, EC-6 Bilingual Generalist, 4-8 Bilingual Generalist, 4-8 English/Language Arts/Reading, 4-8 English/Language Arts/Reading/Social Studies, 4-8 Mathematics, 4-8 Mathematics/Science, 4-8 Science, 4-8 Social Studies and All Level (EC-12) Special Education.

Unlike most of the instructional units at the University, no minor is offered through this Department. The Department and associated instructional facilities are housed in the Roderick R. Paige Education Building with the Department Office located in Room 204.

Students who are interested in detailed information regarding the graduate degrees offered through the Department are referred to the Graduate School Bulletin of Texas Southern University or the Graduate School Website at http://www.tsu.edu/academics/graduate/program/index.asp

The ten specialty areas for the B.S. in Interdisciplinary Studies represent ten (10) tracks that students may follow toward completion of the degree and Teacher Certification. Students pursuing any one of the ten tracks must be admitted to the Educator Preparation Program in the College of Education.

Students desiring to earn the B.S. Degree in Interdisciplinary Studies must: (1) be admitted to the University, (2) satisfy University and state testing requirements, (3) petition the department for admission, and (4) meet with advisors in the College of Education Student Advisement Center to ensure all requirements have been met. Once admitted to the Department, they are assigned an official departmental advisor who should be consulted each academic term. Advisors guide admitted students through the admissions process for the Educator Preparation Program, as well as oversee their matriculation through the program of study. All requirements for the Educator Preparation Program must be met (consult previous section of this document under the College of Education), and students must earn an overall GPA of 2.5 or better as a requirement for graduation. Courses designated as specialty courses must be completed with grades of “B” or better, where grades of “B−” are unacceptable, and grade restrictions referenced for the Educator Preparation Program must also be met.

Prior to admission to the program, students are encouraged to visit with advisors in the COE Student Advisement Center (SAC) for guidance, information, and program updates. SAC is located in the lower level of the Roderick R. Paige Education Building.

In summary, students must gain admission to the University; meet University and state testing requirements, petition the Department for admission, and qualify for the Educator Preparation Program. Requirements for the Educator Preparation Program should be reviewed carefully by all interested students. Additional information may be obtained from the Department Office at (713)-313-7267.
Departmental Policies

The Department has established policies and procedures to ensure that candidates matriculate through the program in a timely manner. Adherence to these policies is necessary to successfully complete the selected program of study.

- Students should apply for admission to the Educator Preparation Program after completing at least 44-45 of the 60 hours of the foundation/core courses and after passing ALL parts of the THEA with the minimum scores required by the College of Education. Admission to the Educator Preparation Program MUST be obtained prior to enrollment in professional development courses.
- Candidates should enroll in the Professional Development courses in two blocks of six semester hours each. The required sequence is EDCI 310 and EDCI 339 during the first semester after being admitted to the Educator Preparation Program. During the second semester after completing the first block, EDCI 328 and EDCI 350 should be taken.
- Candidates seeking certification must earn grades of “B” or better (grades of “B-” are unacceptable) in All professional development courses (EDCI 310, EDCI 328, EDCI 339, and EDCI 350).
- Candidates seeking certification must earn grades of “B” or better (grades of “B-” are unacceptable) in specialty courses identified on the selected degree plan.
- Prospective candidates cannot earn more than six (6) semester credit hours in specialty courses prior to admission by the College of Education.
- Students desiring to transfer into the Department from other schools and colleges must have an overall GPA of 2.50. Students who fail to meet the GPA requirements may be placed in a special academic support group to help them raise their GPAs, after which they can reapply for approval to transfer into the Department.
- Transfer students who wish to transfer Professional Development courses MUST show competency by successfully passing the TExES Representative Form Diagnostic Test (administered by Department) before advancing in the program.
- Candidates must register in the Department for the Professional Development and Clinical Practice Courses.
- Candidates may register for TExES (PPR or Content Test) after successfully passing the appropriate TExES Representative Forms Diagnostic Test (administered by Department).
- Candidates must complete the Department “Notice of Intent to File for Graduation” form one semester prior to the anticipated graduation date. This will allow time for Advisors to determine whether candidates will be able to complete program requirements by the expected graduation date.
LISTING OF FACULTY IN THE DEPARTMENT

Amacker, Emma
Associate Professor
B.S., Grambling State University
M.A., Governors State University
Ed.D., Texas Southern University

Lara, Margarita
Associate Professor
B.S., University of Texas at El Paso
M.Ed., University of Texas at Austin
Ed.D., University of Houston

Gooden, Cherry
Associate Professor/Chair
B.S., M.Ed., Texas Southern University
Ed.D., University of Houston

Ligons, Claudette M.
Professor
B.S., Hampton University
M.Ed., University of Massachusetts
Ed.D., University of Houston

Haynes-Mays, Ingrid
Associate Professor/Assessment Coordinator
B.S., M.Ed., Texas Southern University
Ph.D., University of Mississippi

Saha-Gupta, Nina
Associate Professor
B.A., Delhi University
M.A., Nagpur University
Ph.D., Syracuse University

Hill, Debra M.
Associate Professor/Associate Chair
B.S., M.Ed., Prairie View A&M University
Ed.D., Texas Southern University

Smith, Jacqueline
Assistant Professor
B.S., Sam Houston State University
M.S., Chicago State University
Ed.D., University of Houston

Johnson, Jr., James A.
Professor/Associate Dean of Academic Affairs
B.A., Brooklyn College
M.S., Nova University
Ph.D., University of California

Song, Holim
Assistant Professor
B.A., Kyunghee University
M.A., Ed.D., University of Houston
EDCI 210  **Instructional Technology I**  (3)
Provides practice using computers for instruction, evaluation, and management. Analyzes the tenets of professional conduct, ethics, roles, and responsibilities for teaching with computer technology. Three hours of computer use and lecture per week.

EDCI 310  **Principles and Foundations of Education**  (3)
Analyzes the ethical and legal aspects of teaching, including the structure, organization, and management of the Texas educational system. (Must be taken concurrently with EDCI 339, after admission to the Educator Preparation Program). Three hours of lecture per week.

EDCI 328  **Psychology of Learning, Growth, and Development**  (3)
Analyzes human development and behavior that influences learning. Attention is also given to motivational styles, learning styles, and ethnic identity development in multicultural classrooms. Three hours of lecture per week. (Must be taken concurrently with EDCI 350, after admission to the Educator Preparation Program). Prerequisites: EDCI 310 and 339.

EDCI 329  **Social Studies Strategies I**  (3)
Provides developmentally appropriate knowledge and skills needed for planning, organizing, and effectively delivering instruction based on NCSS social studies standards.

EDCI 339  **Classroom Management**  (3)
Provides a foundation in comprehensive classroom management with a special emphasis on creating a positive, productive classroom environment. Attention will be given to research-based management techniques and problem solving for unproductive student behaviors. (Must be taken concurrently with EDCI 310, after admission to the Educator Preparation Program). Three hours of lecture per week.

EDCI 340  **Instructional Technology II**  (3)
Emphasizes research, planning, development, implementation, and evaluation of teaching and learning materials for specific purposes. Requires planning for higher order thinking and information processing. Three hours of computer use and lecture per week. Prerequisite: EDCI 210.

EDCI 346  **History and Theories of Child Development**  (3)
Develops historical, philosophical, psychological, and social foundations of early childhood education. Cognitive, physical, social, and emotional developmental theories emphasized. Three hours of lecture per week.

EDCI 347  **Adolescent Development Theories**  (3)
Analyzes developmentally appropriate human processes, from birth through age 16, with respect to adolescent adjustment to school and society. Three hours of lecture per week.

EDCI 350  **Effective Instructional Strategies**  (3)
Focuses on the study of instructional methods that emphasize practical application to the teaching/learning process. Some of these strategies include planning, resource selection, evaluation and communication. (Must be taken concurrently with EDCI 328, after admission to the Educator Preparation Program). Three hours of lecture per week.
EDCI 404 Certification Seminar (3)
Emphasizes the importance of aligning knowledge and skills with best practices in developmentally appropriate teaching environments. Attention will also be given to preparation for state licensure examinations. Three hours of lecture per week. Prerequisites: EDCI 310, 328, 339 and 350.

EDCI 405 Integrated Language Arts, Social Studies, and Fine Arts (3)
Enhances the language skills of pre-service teachers through Social Studies, Art, Music, and Drama in order for teachers to model effective teaching practices from a whole language approach. Three hours of lecture per week. Prerequisite: RDG 301 or RDG 302.

EDCI 410 Individual Projects (3)
Creates opportunities for students to increase learner outcomes through participation in an independent project to apply effective instructional practices for diverse populations of urban learners. Prerequisite: Consent of instructor.

EDCI 430 Integrated Science, Mathematics, and Health (3)
Provides integrated study of the natural and social sciences, along with mathematics and health, in a creative way with associated teaching strategies to support the success of urban students. Intended for Educator Preparation Candidates. Three hours of lecture per week. Prerequisites: MATH 133, MATH 235 and MATH 236.

EDCI 431 Linguistics (3)
Introduces the basic linguistic concepts and terminology related to phonology, syntax, morphology, vocabulary, and semantics for bilingual and ESL teachers. Three hours of lecture per week.

EDCI 432 Language Acquisition (3)
Analyzes the first and second language acquisition theories. Addresses the linguistic, cultural, and cognitive factors that impact the acquisition of a second language. Three hours of lecture per week.

EDCI 433 Early Childhood Curriculum (3)
Examines and stresses planning, implementation, and evaluation of developmentally appropriate curriculum content for young children from birth through age eight. Emphasizes an interdisciplinary cognitive curriculum that includes an understanding of mathematics, science, and social studies. Three hours of lecture per week.

EDCI 434 Creative Arts and Movement (3)
Supports pre-service teachers’ development of the basic skills and techniques associated with activities and strategies for integrating the visual arts, music, creative drama and movement into the EC-6 curriculum. Three hours of lecture per week.

EDCI 435 Language Development and Literacy in Early Childhood (3)
Emphasizes the development of receptive, expressive language, and emergent literacy in children. Includes understanding and awareness of native speakers of other languages. Three hours of lecture per week.

EDCI 436 Developing English Language Skills (3)
Creates opportunities for students to practice techniques to teach English as a second language. Three hours of lecture per week.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 450</td>
<td>Directed Student Teaching in Grades 4-8</td>
<td>(6)</td>
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<tr>
<td></td>
<td>Provides directed student teaching in grades 4-8 with supervisory support from the College of Education, a University-based supervisor, and a school-based supervisor. Two hours of lecture and forty hours of laboratory per week.</td>
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<tr>
<td>EDCI 455</td>
<td>Curriculum Development in Bilingual Education</td>
<td>(3)</td>
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<tr>
<td></td>
<td>Examines the theoretical bases of bilingual education curriculum. Emphasis is placed on designing curriculum appropriate to EC-6 bilingual education. Includes evaluation of designed curriculum and application.</td>
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<tr>
<td>EDCI 456</td>
<td>Developing Spanish Language Skills I</td>
<td>(3)</td>
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<tr>
<td></td>
<td>Develops Spanish language skills needed to teach reading and language arts in a bilingual program. Taught in Spanish. Three hours of lecture per week.</td>
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<tr>
<td>EDCI 457</td>
<td>Developing Spanish Language Skills II</td>
<td>(3)</td>
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<tr>
<td></td>
<td>Develops the technical Spanish vocabulary skills needed to communicate concepts in mathematics, social studies, and science. Taught in Spanish. Three hours of lecture per week.</td>
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<tr>
<td>EDCI 458</td>
<td>Effective Classroom Communications</td>
<td>(3)</td>
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<td></td>
<td>Focuses on academic language among school personnel: teachers, students, parents, administrators, and others. Three hours of lecture per week.</td>
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<tr>
<td>EDCI 460</td>
<td>Foundations of Bilingual Education</td>
<td>(3)</td>
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<td></td>
<td>This course outlines the historical perspective of bilingual education, foundations of education, and the concepts of bilingualism and biculturalism. Three hours of lecture per week.</td>
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<tr>
<td>EDCI 463</td>
<td>Directed Student Teaching in Special Education</td>
<td>(6)</td>
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<tr>
<td></td>
<td>Creates opportunities for observation and student teaching in regular and special class assignments in the area of language/learning disabilities on the elementary or secondary levels. Two hours of lecture and forty hours of laboratory per week.</td>
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<tr>
<td>EDCI 464</td>
<td>Directed Student Teaching in High School</td>
<td>(6)</td>
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<td></td>
<td>Creates opportunities for observation and directed teaching by students in an approved secondary school. Two hours of lecture and forty hours of laboratory per week.</td>
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<tr>
<td>EDCI 466</td>
<td>Directed Student Teaching in Bilingual Classrooms</td>
<td>(6)</td>
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<td></td>
<td>Creates opportunities for observation and directed teaching of students in elementary, bilingual, and/or ESL classrooms. Supervision done by bilingual faculty. Two hours of lecture and forty hours of laboratory per week.</td>
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<tr>
<td>EDCI 468</td>
<td>Directed Student Teaching - All Levels</td>
<td>(6)</td>
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<tr>
<td></td>
<td>Creates opportunities for observation and directed teaching at the elementary and secondary levels. Half of the time is spent in an elementary school and half of the time is spent in a high school setting. Two hours of lecture and forty hours of laboratory per week.</td>
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<tr>
<td>EDCI 478</td>
<td>Family and Community Relationships in Early Childhood</td>
<td>(3)</td>
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<td></td>
<td>Stresses the social and psychological impact that the family and the community have on the development of children. Also examines implications of cultural diversity, family life styles, and socioeconomic level on the young child. Three hours of lecture per week.</td>
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</tr>
</tbody>
</table>
EDCI 479  Management in Early Childhood Environment  (3)
Emphasizes structuring of indoor and outdoor learning environments that promote positive self image, achievement, and competence. Examines personal health, safety, materials, and resources. Includes group management. Three hours of lecture per week.

EDCI 491  Directed Student Teaching in Elementary School and Kindergarten  (6)
Creates opportunities for observation and directed student teaching at the elementary and kindergarten levels. Half of the time is spent in an elementary school and half of the time is spent in a kindergarten setting. Two hours of lecture and forty hours of laboratory per week.

DEVELOPMENTAL READING COURSE

READ 130  Basic Reading and Study Skills  (3)
Designed for students to learn the factors that comprise effective reading, study skills, and vocabulary building. Students engage in interactive learning activities to improve their reading comprehension, methods of study, and vocabulary building. Three hours of lecture and one hour of laboratory per week. Offered under the direction of Student Success Services.

READING EDUCATION COURSES

RDG 301  Basic Concepts of Reading  (3)
Recognizes interrelationships of reading, writing, listening, and speaking. Shows how to plan instruction that reflects interrelated nature of these processes. Three hours of lecture per week. Formerly RDG 201.

RDG 302  Reading Skills Development  (3)
Familiarizes students with recent issues in language arts education and teaches them how to apply this information to classroom instruction. Three hours of lecture per week. Formerly RDG 202.

RDG 400  Middle School Reading  (3)
Introduces language arts strategies and concepts of learning across the content areas. Focuses on the curriculum in grades 4-8. Three hours of lecture per week.

RDG 401  Reading for Diverse Populations  (3)
Presents culturally responsive teaching pedagogies to enhance reading skills development of diverse populations of children in Texas schools. Focuses on TEKS-related reading competencies as reflected in K-8 standards. Three hours of lecture per week.

RDG 402  Informal Diagnosis  (3)
Emphasizes assessment of reading skills using informal procedures, including informal reading inventories, checklists, and observation. Three hours of lecture per week.
RDG 406  
**Reading Appreciation**  
(3)  
Familiarizes pre-service teachers with a wide variety of children's literature and applies such knowledge to the selection, appreciation, and critical evaluation of literary works. Three hours of lecture per week.

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**SPECIAL EDUCATION COURSES**

SPED 309  
**Survey of Exceptional Education I**  
(3)  
Provides a survey of issues related to Learning Disabilities, Mental Retardation, Autism, and Severe/Multiple Disabilities in relation to the effects of disabilities on learning. May be taken in conjunction with SPED 370 during the same semester. Three hours of lecture per week.

SPED 370  
**Survey of Exceptional Education II**  
(3)  
Provides a survey of characteristics and etiology of physical and speech/language disabilities. Basic statutory and legislative issues included. Three hours of lecture per week.

SPED 401  
**Field Experiences in Special Education**  
(3)  
This course provides an opportunity for students to obtain field experiences in schools.

SPED 402  
**Assessment Practices for Children with Disabilities**  
(3)  
Emphasizes the commonly used techniques and tools for assessing students. Includes both formal and informal assessment measures. Three hours of lecture per week.

SPED 403  
**Educational Procedures for Children with Disabilities I**  
(3)  
Outlines strategies and methods used to foster inclusionary practices that improve student outcomes in the areas of mathematics and social skills. Three hours of lecture per week.

SPED 404  
**Managing Behaviors of Children with Disabilities**  
(3)  
Focuses on the characteristics of children with behavioral disorders and provides strategies to address these problems. Three hours of lecture per week.

SPED 405  
**Educational Procedures for Children with Disabilities II**  
(3)  
Outlines strategies and methods used to foster inclusionary practices that improve student outcomes in the areas of language, spelling, and reading. Three hours of lecture per week.

SPED 406  
**School/Community Collaboration for Special Education**  
(3)  
Addresses the importance of collaboration among educators, parents, and the community to meet the needs of all students. Emphasizes collaborative strategies within the context of inclusive education. Three hours of lecture per week.

SPED 410  
**Individual Projects - Special Education**  
(3)  
Creates opportunities for students to increase learner outcomes through participation in an independent project to apply effective special education instructional practices for the urban learner.
## CURRICULUM SUMMARY FOR

**BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES**

**EARLY CHILDHOOD-6 GENERALIST SPECIALTY TRACK**

**TOTAL CREDITS REQUIRED: 122**

<table>
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<tr>
<th>CORE CURRICULUM* (STANDARD)</th>
<th>SPECIALTY (EARLY CHILDHOOD)</th>
<th>OTHER REQUIREMENTS</th>
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<tr>
<td>44 credits</td>
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<tr>
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<th>Credits</th>
<th>Specialty</th>
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<tr>
<td>ENG 131 (3)**</td>
<td>3</td>
<td>Relative to</td>
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<td>ENG 132 (3)</td>
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<td>Specialty:</td>
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<tr>
<td>SC 135 or 136 (3)</td>
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<td>EDCI 346 (3)</td>
<td>BIOL 131, 111 (4)</td>
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<td>MATH 133 (3)</td>
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<td>BIOL 132, 112 (4)</td>
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<td>BIOL 143, 143L (4)</td>
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<td>EDCI 435 (3)</td>
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<td>ENG 230 (3)</td>
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<td>EDCI 478 (3)</td>
<td>MATH 236 (3)</td>
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<td>MUSI 131 (3) or Art 131 (3)</td>
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<td>EDCI 479 (3)</td>
<td>SPED 309 (3)</td>
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<td>HIST 231 (3)</td>
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<td>Professional</td>
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<td>HIST 232 (3)</td>
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<td>Development:</td>
<td>RDG 302 (3)</td>
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<td>POLS 231 (3)</td>
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<td>EDCI 310 (3)</td>
<td>RDG 401 (3)</td>
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<td>POLS 232 (3)</td>
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<td>EDCI 328 (3)</td>
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<td>PSY 131 (3)</td>
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<td>EDCI 339 (3)</td>
<td>HED 233 (2)</td>
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<td>EDCI 210 (3)**</td>
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<td>EDCI 350 (3)</td>
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<td>EDCI 491 (6)</td>
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</table>

* Students should be counseled by a major advisor prior to registering for any credit, particularly any core curriculum credit as listed.

** (N) represents the number of course credits.

*** Equivalent to CS 116.
Bachelor of Science Degree Interdisciplinary Studies
EC-6 Generalist
Four Year Degree Plan - Total Credits: 122

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<th>First Year</th>
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<tr>
<td><strong>First Semester</strong></td>
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<tr>
<td>ENG 131 Freshman English I</td>
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<td>ENG 132 Freshman English II</td>
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<tr>
<td>SC 135 or 136 Business &amp; Professional Communication or Public Address</td>
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<td>PHYS 101 Prin. of Physical Science</td>
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<tr>
<td>HIST 231 Social &amp; Political History of the United States to 1877</td>
<td>3</td>
<td>HIST 232 Social &amp; Political History of the United States since 1877</td>
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<tr>
<td>MUSI 131 or ART 131 Intro to Music or Drawing and Comp. I</td>
<td>3</td>
<td>BIOL 143 Survey of Life Science</td>
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<td>MATH 133 College Algebra</td>
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<td>PE (Any 100-Level Course)</td>
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<td>FS 102 Freshman Seminar</td>
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<td>ENG 230 World Literature I</td>
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<td>GEOG 132 World Regional Geography</td>
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<td>BIOL 131 Biological Science I Lec</td>
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<td>BIOL 132 Biological Science II Lec</td>
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<td>EDCI 210 Instructional Technology I</td>
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<td>PSY 131 General Psychology</td>
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<tr>
<td><strong>Fifth Semester</strong></td>
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<td>EDCI 339 Classroom Management</td>
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<td>EDCI 350 Instructional Strategies</td>
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<td>SPED 309 Survey of Exceptional Educ. I</td>
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<td>RDG 401 Rdg. For Div. Populations</td>
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<tr>
<td>EDCI 347 Adolescent Development</td>
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<td>RDG 302 Reading Skills Development</td>
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<tr>
<td>EDCI 346 Hist. &amp; Theory of Child Dev.</td>
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<td>EDCI 340 Instructional Technology II</td>
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<td>EDCI 434 Creativity and Movement</td>
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<td>HED 233 Principles of Health</td>
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<td>18 hrs</td>
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Name: ___________________________  T#: ___________________  Phone: ________________
Address: __________________________________________________________________________
Advisor: ___________________________  Date: __________________

Approved:

Chair, Department of C & I: ___________________________  Date: __________________
Dean, College of Education: ___________________________  Date: ________________
CURRICULUM SUMMARY FOR

BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES

EC-6 BILINGUAL GENERALIST SPECIALTY TRACK

TOTAL CREDITS REQUIRED: 122

<table>
<thead>
<tr>
<th>CORE CURRICULUM* (STANDARD)</th>
<th>SPECIALTY (BILINGUAL ED)</th>
<th>OTHER REQUIREMENTS</th>
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<tbody>
<tr>
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<td>36 credits</td>
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<tr>
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<td>MATH 236 (3)</td>
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<td>EDCI 436 (3)</td>
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<td>BIOL 132, 112 (4)</td>
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<td>EDCI 457 (3)</td>
<td>PE 1xx (1)</td>
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<td>RDG 301 (3)</td>
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<td>Development:</td>
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<td>FS 102 (1)</td>
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<td>EDCI 466 (6)</td>
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** (N) represents the number of course credits.

*** Equivalent to CS 116.
# Bachelor of Science Degree in Interdisciplinary Studies
## EC-6 Bilingual Generalist
### Four Year Degree Plan – Total Credits: 122

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<tr>
<th>First Semester</th>
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<tbody>
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<td>ENG 131 Freshman English I</td>
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<td>SC 135 or 136 Business &amp; Professional Communication or Public Address</td>
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<td>HIST 231 Soc. Polit. Hist. of U.S, to 1877</td>
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<tr>
<td>BIOL 143 A Surv. Of Life Sci.</td>
<td>4</td>
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<tr>
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<th>Fourth Semester</th>
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<tr>
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<tr>
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<td>EDCI 436 Dev. Eng. Lang. Skills</td>
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<td><strong>9 hrs</strong></td>
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Advisor: __________________________ Date: __________________________

Approved:

Chair, Department of C & I: __________________________ Date: __________________________

Dean, College of Education: __________________________ Date: __________________________
# CURRICULUM SUMMARY FOR

**BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES**

## 4-8 BILINGUAL GENERALIST SPECIALTY TRACK

**TOTAL CREDITS REQUIRED: 122**

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</table>

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*** Equivalent to CS 116.
### Bachelor of Science Degree Interdisciplinary Studies
#### 4-8 Bilingual Generalist

**Four Year Degree Plan - Total Credits: 122**

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<thead>
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<th>First Year</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
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<tr>
<td>ENG 131 Freshman English I</td>
<td>ENG 132 Freshman English II</td>
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<td>SC 135 or 136 Business &amp; Professional Communication or Public Address</td>
<td>PHYS 101 Prin. of Physical Science</td>
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<tr>
<td>BIOL 143 A Surv. Of Life Sci.</td>
<td>MATH 133 College Algebra</td>
<td>3</td>
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<tr>
<td>MUSI 131 Intro. To Music</td>
<td>PE (Any 100-Level Course)</td>
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<td>FS 102 Freshman Seminar</td>
<td>PSY 131 General Psychology</td>
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<td><strong>Fourth Semester</strong></td>
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<td>ENG 230 World Literature I</td>
<td>GEOG 132 World Regional Geography</td>
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<td>BIOL 131 Biological Science I Lec</td>
<td>BIOL 132 Biological Science II Lec</td>
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<td>BIOL 111 Biological Science I Lab</td>
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<td>SPED 370 Survey of Exceptional Educ. II</td>
<td>EDCI 430 Integrating Sci., Math., &amp; Health</td>
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<td><strong>Third Year</strong></td>
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Name:________________________

T#:________________________

Phone:________________________

Address:________________________

Advisor:________________________

Date:________________________

Approved:

Chair, Department of C & I:________________________

Date:________________________

Dean, College of Education:________________________

Date:________________________
## CURRICULUM SUMMARY FOR

**BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES**

**ENGLISH LANG. ARTS AND READING 4-8 SPECIALTY TRACK**

**TOTAL CREDITS REQUIRED: 122**

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<tr>
<th>CORE CURRICULUM* (STANDARD)</th>
<th>SPECIALTY (ELA/RDG)</th>
<th>OTHER REQUIREMENTS</th>
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<tbody>
<tr>
<td>44 credits</td>
<td>39 credits</td>
<td>39 credits</td>
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**ENG 131 (3)**
- Relative to: PE 1xx (1)  
**ENG 132 (3)**
- Specialty: FS 102 (1)  
**SC 135 or 136 (3)**
- ENG 231 (3)  
**MATH 133 (3)**
- RDG 301 (3)  
**BIOL 143, 143L (4)**
- RDG 302 (3)  
**PHYS 101 (4)**
- RDG 401 (3)  
**ENG 230 (3)**
- RDG 402 (3)  
**MUSI 131 (3)**
- RDG 406 (3)  
**HIST 231 (3)**
- Professional: MATH 236 (3)  
**HIST 232 (3)**
- Development: EDCI 347 (3)  
**POLS 231 (3)**
- EDCI 310 (3)  
**POLS 232 (3)**
- EDCI 328 (3)  
**PSY 131 (3)**
- EDCI 339 (3)  
**EDCI 210 (3)**
- EDCI 350 (3)  

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*** Equivalent to CS 116.
# Bachelor of Science Degree in Interdisciplinary Studies

## 4-8 English Language Arts/Reading

### Four Year Degree Plan – Total Credits: 122

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<th>First Year</th>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>ENG 131 Freshman English I</td>
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<td>ENG 132 Freshman English II</td>
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<tr>
<td>SC 135 or 136 Business &amp; Professional Communication or Public Address</td>
<td>3</td>
<td>HIST 232 Social &amp; Political History of the United States since 1877</td>
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<td>HIST 231 Soc. Polit. Hist. of U.S., to 1877</td>
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<td>GEOG 132 World Regional Geography</td>
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<td>MATH 133 College Algebra</td>
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<td>FS 102 Freshman Seminar</td>
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<td>PSY 131 General Psychology</td>
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<tr>
<td>ENG 230 World Literature I</td>
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<th>Fifth Semester</th>
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<td>EDCI 350 Instructional Strategies</td>
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<td>SPED 370 Survey of Exceptional Educ. II</td>
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<td>EDCI 340 Instructional Technology II</td>
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Address: __________________________

Advisor: __________________________ Date: ______________________

Approved: __________________________

Chair, Department of C & I: __________________________ Date: ______________________

Dean, College of Education: __________________________ Date: ______________________
# CURRICULUM SUMMARY FOR

## BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES

### ENGLISH LANG. ARTS/ READING / SOCIAL STUDIES 4-8 SPECIALTY TRACK

**TOTAL CREDITS REQUIRED: 122**

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<td>42 credits</td>
<td>36 credits</td>
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<td>Specialty:</td>
<td>FS 102 (1)</td>
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<td>RDG 301 (3)</td>
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<td>BIOL 143, 143L (4)</td>
<td>RDG 302 (3)</td>
<td>GEOG 331 (3)</td>
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<td>GEOG 332 (3)</td>
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<td>ENG 230 (3)</td>
<td>RDG 402 (3)</td>
<td>BIOL 131, 111 (4)</td>
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<td>MUSI 131 (3)</td>
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<td>BIOL 132, 112 (4)</td>
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<td>HIST 232 (3)</td>
<td>Development:</td>
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<td>EDCI 310 (3)</td>
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<td>EDCI 328 (3)</td>
<td>MATH 236 (3)</td>
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<tr>
<td>PSY 131 (3)</td>
<td>EDCI 339 (3)</td>
<td>ELECTIVE (Any two hour course)</td>
</tr>
<tr>
<td>EDCI 210 (3)***</td>
<td>EDCI 350 (3)</td>
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<td></td>
<td>EDCI 347 (3)</td>
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<td></td>
<td>EDCI 405 (3)</td>
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<td>EDCI 450 (6)</td>
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</table>

* Students should be counseled by a major advisor prior to registering for any credit, particularly any core curriculum credit as listed.

** (N) Represents the number of course credits.

*** Equivalent to CS 116.
# Bachelor of Science Degree Interdisciplinary Studies

**4-8 English Language Arts/Reading/Social Studies**

**Four Year Degree Plan - Total Credits: 122**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>ENG 131 Freshman English I</td>
<td>3</td>
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<td>SC 135 or 136 Business &amp; Professional Communication or Public Address</td>
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<td>HIST 231 Social &amp; Political History of the United States to 1877</td>
<td>3</td>
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<tr>
<td>PSY 131 General Psychology</td>
<td>3</td>
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<tr>
<td>BIOL 143 A Surv. Of Life Sci.</td>
<td>4</td>
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<tr>
<td>FS 102 Freshman Seminar</td>
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<tbody>
<tr>
<td>Third Semester</td>
<td>Fourth Semester</td>
</tr>
<tr>
<td>ENG 230 World Literature I</td>
<td>3</td>
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<td>BIOL 131 Biological Science I Lec</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 111 Biological Science I Lab</td>
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</tr>
<tr>
<td>EDCI 210 Instructional Technology I</td>
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<tr>
<td><strong>16 hrs</strong></td>
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<th>Fourth Year</th>
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<tbody>
<tr>
<td>Fifth Semester</td>
<td>Sixth Semester</td>
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<tr>
<td>EDCI 339 Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 340 Instructional Technology II</td>
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<td>ENG 351 Grammar Review Workshop</td>
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<td>GEOG 332 Economic Geography</td>
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<tbody>
<tr>
<td>Seventh Semester</td>
<td>Eighth Semester</td>
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<tr>
<td>RDG 400 Content Area Reading</td>
<td>3</td>
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<td>RDG 401 Rdg. For Div. Populations</td>
<td>3</td>
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<tr>
<td>RDG 402 Informal Diagnosis</td>
<td>3</td>
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<td>EDCI 347 Adolescent Development</td>
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<tr>
<td><strong>14 hrs</strong></td>
<td><strong>6 hrs</strong></td>
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Name: __________________________

T#: __________________________

Phone: __________________________

Address: __________________________

Advisor: __________________________

Date: __________________________

Approved: __________________________

Chair, Department of C & I: __________________________

Date: __________________________

Dean, College of Education: __________________________

Date: __________________________

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## CURRICULUM SUMMARY FOR

### BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES

**MATHEMATICS 4-8 SPECIALTY TRACK**

**TOTAL CREDITS REQUIRED: 125**

<table>
<thead>
<tr>
<th>CORE CURRICULUM* (STANDARD)</th>
<th>SPECIALTY (MATH)</th>
<th>OTHER REQUIREMENTS</th>
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<tbody>
<tr>
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<td>ENG 132 (3)</td>
<td>Specialty:</td>
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** (N) Represents the number of course credits.

*** Equivalent to CS 116.
Bachelor of Science Degree in Interdisciplinary Studies
4-8 Mathematics/Nationally Recognized
Four Year Degree Plan – Total Credits: 125

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<thead>
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<tr>
<td><strong>First Semester</strong></td>
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<td>ENG 131 Freshman English I</td>
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<td>HIST 231 Soc. Polit. Hist. of U.S. to 1877</td>
<td>3</td>
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<tr>
<td>PHYS 101 Prin. of Physical Science</td>
<td>4</td>
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<td>ART 131 Drawing &amp; Composition I</td>
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<td><strong>Third Semester</strong></td>
<td><strong>Fourth Semester</strong></td>
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<tr>
<td>ENG 230 World Literature I</td>
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<td>BIOL 131 Biological Science I Lec</td>
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<td>MATH 134 Plane Trigonometry</td>
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<tr>
<th>Fifth Year</th>
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<tbody>
<tr>
<td><strong>Fifth Semester</strong></td>
<td><strong>Sixth Semester</strong></td>
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<tr>
<td>EDCI 339 Classroom Management</td>
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<tr>
<td>SPED 370 Survey of Exceptional Educ. II</td>
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<tr>
<td>EDCI 347 Adolescent Development</td>
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<tr>
<td>MATH 242 Calculus &amp; Analy. Geom. II</td>
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<th>Eighth Year</th>
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<td>EDCI 430 Integrating Sci., Math., &amp; Health</td>
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<td><strong>Total Credits:</strong> 8 hrs</td>
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Name: ___________________________ T#: ___________________________ Phone: ___________________________
Address: ___________________________
Advisor: ___________________________ Date: ___________________________
Approved: ___________________________
Chair, Department of C & I: ___________________________ Date: ___________________________
Dean, College of Education: ___________________________ Date: ___________________________
CURRICULUM SUMMARY FOR

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES

MATHEMATICS / SCIENCE 4-8 SPECIALTY TRACK

TOTAL CREDITS REQUIRED: 123

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<tr>
<th>CORE CURRICULUM* (STANDARD)</th>
<th>SPECIALTY (MATH/SCIENCE)</th>
<th>OTHER REQUIREMENTS</th>
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<tr>
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<td>45 credits</td>
<td>34 credits</td>
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ENG 131 (3)** Relative to PE 1xx (1)
ENG 132 (3) Specialty: FS 102 (1)
SC 135 or 136 (3) PHYS 245, 215 (4) EDCI 340 (3)
MATH 133 (3) PHYS 246, 216 (4) EDCI 347 (3)
BIOL 143, 143L (4) BIOL 343, 345 (4) SPED 370 (3)
PHYS 101 (4) CHEM 131, 111 (4) MATH 134 (3)
ENG 230 (3) BIOL 131, 111 (4) MATH 235 (3)
ART 131 (3) BIOL 347 (4) MATH 236 (3)
HIST 231 (3) Professional MATH 241 (4)
HIST 232 (3) Development: GEOG 132 (3)
POLS 231 (3) EDCI 310 (3) RDG 400 (3)
POLS 232 (3) EDCI 328 (3) RDG 401 (3)
PSY 131 (3) EDCI 339 (3) ELECTIVE (Any one hour course)
EDCI 210 (3)*** EDCI 350 (3)
EDCI 430 (3)
EDCI 450 (6)

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*** Equivalent to CS 116.
# Bachelor of Science Degree Interdisciplinary Studies

## 4-8 Mathematics/Science

### Four Year Degree Plan - Total Credits: 123

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<td><strong>First Semester</strong></td>
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<td><strong>Second Semester</strong></td>
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<tr>
<td>ENG 131 Freshman English I</td>
<td>3</td>
<td>ENG 132 Freshman English II</td>
<td>3</td>
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<tr>
<td>SC 135 or 136 Business &amp; Professional Communication or Public Address</td>
<td>3</td>
<td>PHYS 101 Prin. of Physical Science</td>
<td>4</td>
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<tr>
<td>HIST 231 Social &amp; Political History of the United States to 1877</td>
<td>3</td>
<td>HIST 232 Social &amp; Political History of the United States since 1877</td>
<td>3</td>
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<tr>
<td>BIOL 143 Survey of Life Science</td>
<td>4</td>
<td>MATH 134 Plane Geometry</td>
<td>3</td>
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<td>MATH 133 College Algebra</td>
<td>3</td>
<td>PE (Any 100-Level Course)</td>
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<tr>
<td>FS 102 Freshman Seminar</td>
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<td>ART 131 Drawing and Comp. I</td>
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<th>Fourth Year</th>
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<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td><strong>Fourth Semester</strong></td>
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<tr>
<td>ENG 230 World Literature I</td>
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<td>GEOG 132 World Regional Geography</td>
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<td>BIOL 131 Biological Science I Lec</td>
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<td>CHEM 131 Gen. Chemistry I</td>
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<td>BIOL 111 Biological Science I Lab</td>
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<td>CHEM 111 Gen. Chemistry I Lab.</td>
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<td>EDCI 210 Instructional Technology I</td>
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<td>PSY 131 General Psychology</td>
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<tr>
<td><strong>Fifth Semester</strong></td>
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<td><strong>Sixth Semester</strong></td>
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<tr>
<td>EDCI 339 Classroom Management</td>
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<td>EDCI 350 Instructional Strategies</td>
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<td>BIOL 347 Microbiology</td>
<td>4</td>
<td>BIOL 343 Environmental Biology &amp; Lab.</td>
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<td>EDCI 340 Instructional Technology II</td>
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<td>EDCI 430 Integrating Sci., Math., &amp; Health</td>
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<tr>
<td>EDCI 347 Adolescent Development</td>
<td>3</td>
<td>SPED 370 Survey of Exceptional Educ. II</td>
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<td>PHYS 215 Physics for Engineers Lab I</td>
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<td><strong>Seventh Semester</strong></td>
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<tr>
<td>RDG 400 Content Area Reading</td>
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<td>MATH 241 Calculus &amp; Analy. Geom. I</td>
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<td>PHYS 246 Physics for Engineers II</td>
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<td>PHYS 245 Physics for Engineers I</td>
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Name: ____________________________  T#: ____________________________  Phone: ____________

Address: ____________________________

Advisor: ____________________________  Date: ____________

Approved:

Chair, Department of C & I: ____________________________  Date: ____________

Dean, College of Education: ____________________________  Date: ____________
### CURRICULUM SUMMARY FOR

**BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES**

**SCIENCE 4-8 SPECIALTY TRACK**

**TOTAL CREDITS REQUIRED: 121**

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<th>SPECIALTY (SCIENCE)</th>
<th>OTHER REQUIREMENTS</th>
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<td>37 credits</td>
<td>44 credits</td>
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**ENG 131 (3)**
*Relative to PE 1xx (1)*

**ENG 132 (3)**
*Specialty: FS 102 (1)*

**SC 135 or 136 (3)**
*BIOL 131, 111 (4)*
*GEOG 132 (3)*

**MATH 133 (3)**
*BIOL 132, 112 (4)*

**BIOL 143, 143L (4)**
*BIOL 343, 345 (4)*
*EDCI 340 (3)*

**PHYS 101 (4)**
*BIOL 347 (4)*
*EDCI 347 (3)*

**ENG 230 (3)**
*Professional: MATH 235 (3)*

**ART 131 (3)**
*Development: MATH 236 (3)*

**HIST 231 (3)**
*EDCI 310 (3)*
*RDG 400 (3)*

**HIST 232 (3)**
*EDCI 328 (3)*
*RDG 401(3)*

**POLS 231 (3)**
*EDCI 339 (3)*
*CHEM 131, 111 (4)*

**POLS 232 (3)**
*EDCI 350 (3)*
*PHYS 245, 215 (4)*

**PSY 131 (3)**
*EDCI 430 (3)*
*PHYS 246, 216 (4)*

**EDCI 210 (3)**
*EDCI 450 (6)*
*ELECTIVE (Any two hour course)*

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*** Equivalent to CS 116.
## Bachelor of Science Degree in Interdisciplinary Studies

### Four Year Plan – Total Credits: 121

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<td>GEOG 132 World Regional Geography</td>
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<td>BIOL 131 Biological Science I Lec</td>
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<td>BIOL 132 Biological Science II Lec</td>
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<td>CHEM 131 Gen. Chemistry I</td>
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Address: ____________________________

Advisor: ____________________________  Date: ____________________________

Approved: ____________________________  Date: ____________________________

Chair, Department of C & I: ____________________________  Date: ____________________________

Dean, College of Education: ____________________________  Date: ____________________________
CURRICULUM SUMMARY FOR
BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES
SOCIAL STUDIES 4-8 SPECIALTY TRACK

TOTAL CREDITS REQUIRED: 122

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<th>CORE CURRICULUM* (STANDARD)</th>
<th>SPECIALTY (SOC. STU.)</th>
<th>OTHER REQUIREMENTS</th>
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<td>SOC 157 (3)</td>
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<td>PHYS 101 (4)</td>
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<td>EDCI 210 (3)***</td>
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* Students should be counseled by a major advisor prior to registering for any credit, particularly any core curriculum credit as listed.

** (N) Represents the number of course credits.

*** Equivalent to CS 116.
# Bachelor of Science Degree Interdisciplinary Studies

**4-8 Social Studies/Nationally Recognized**

**Four Year Degree Plan - Total Credits: 122**

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<td>SPED 370 Survey of Exceptional Educ. II</td>
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<td>EDCI 347 Adolescent Development</td>
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Name: __________________________  
T#: __________________________  
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Address: __________________________

Advisor: __________________________  
Date: __________________________

Approved:

Chair, Department of C & I: __________________________  
Date: __________________________

Dean, College of Education: __________________________  
Date: __________________________
CURRICULUM SUMMARY FOR
BACHELOR OF SCIENCE DEGREE IN INTERDISCIPLINARY STUDIES
ALL LEVEL SPECIAL EDUCATION SPECIALTY TRACK

TOTAL CREDITS REQUIRED: 123

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*** Equivalent to CS 116.
# Bachelor of Science Degree in Interdisciplinary Studies
## Special Education All Levels/Nationally Recognized
### Four Year Degree Plan – Total Credits: 123

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Address:__________________________

Advisor:__________________________ Date:__________________________

Approved:

Chair, Department of C & I:__________________________ Date:__________________________

Dean, College of Education:__________________________ Date:__________________________

Created with nitropdf professional